



# A STUDY ON AWARENESS OF THE TEACHERS OF ENGLISH TOWARDS DISCOURSE ORIENTED PEDAGOGY AT HIGH SCHOOL LEVEL

Laxman Vangara

M.A. (English), M.Ed., School Assistant (English), Zilla Parishad High School, Theegarajupally, Sangam Mandal, Warangal Rural District, Telangana State, India

## ABSTRACT

In Telangana and Andhra Pradesh states, the teachers of English have been given trainings in various phases on Discourse Oriented Pedagogy (D.O.P.) to deal with the new English textbooks, which were prepared on the basis of constructivism, for class VI to Class X as a part of curriculum revision. They have been dealing with the new pedagogy since the academic year 2011-12. In this backdrop, the present study is conducted to know the awareness of the teachers of English on Discourse Oriented Pedagogy at High School Level. The study discusses the need of paradigm shift. It also discusses the features of D.O.P. and how it helps in constructing the knowledge. For this study, the data were collected through a self-made opinionnaire, analysed and interpreted in the article. Finally, the article lists the major findings and conclusions of the study.

**KEY WORDS:** Constructivism, Curriculum, Discourse Oriented Pedagogy, New English Textbooks.

## 1. INTRODUCTION

It is not an exaggeration to say that teaching English as second language is the constant experimentation and innovating because if we study the history of teaching English as second language, we know that many methods and approaches like the Grammar Translation Method, the Direct Method, the Structural Approach, etc...were adopted for teaching English. Each method of teaching English was evolved to fill the lacunae in the preceding method. Most of the methods focused on one aspect of language learning (i.e. emphasis given on words, sentences, structures or language skills) and neglected the other aspects of it. No traditional method gave importance to meaning. Prabhu (1987) and other researchers say that 'Language is acquired when attention is focused not on form, but on the meaning of the message.' This exclusive focus on discrete skills has had adverse effect on language learning and it is also against to basic assumptions on language and language learning.

### 1.1 Basic Assumptions on Language and Language Learning

- Language acquisition is a non conscious process.
- Language is not the totality of the four skills (LSRW) but manifested of the inner competence in the performance of their skills.
- Language acquisition can take place only in a collaborative environment where the child gets ample opportunities to get involved in interpersonal and intrapersonal communication.
- Language is acquired not through repetition but through recurrence.
- Language acquisition is facilitated not by learning linguistic facts (such as vocabulary, structures) in isolation but through the clustering of these facts in meaningful discourses. (Syllabus for English, SCERT, A.P., 2013)

### 1.2 Previous Curriculum and Pedagogy

In the previous curriculum, the teaching learning process was revolving round the completion of lessons present in the textbooks, how to make children memorize the information given in the textbooks and make them get through the examination successfully. Though the previous pedagogy stressed the communicative approach for teaching English, it was observed that the teachers of English were knowingly or unknowingly shifted themselves towards teacher centric methods and made the paradigm topsy-turvy. The same is echoed in the words of K. N. Anandan. He argues in his article 'Facilitating Discourse Construction in Second Language'-

*"I feel sad and even annoyed when I hear teachers and parents complaining about the poor performance standards of students in English. 'This is unfair,' I would say to myself. 'Have we ever asked those kids to communicate their ideas?' No. All what we have done is teach them bits and fragments of English in terms of discrete sounds, words and sentences. When we ask them a question we expect them to reproduce the information that has been given to them. We don't want them to come out with their ideas; nor do we encourage them to ask us questions, as both involve risk, the risk of making errors. Probably we have taught them hundreds of questions and answers and also have made them do several vocabulary and grammar exercises. We even go to the extent of teaching them nuances of pronunciation. By definition none of these activities provide space for communication, though we may claim that we are following communicative language teaching. I feel annoyed because this is a collective treachery inflicted on the learners as well as the teachers."* (K. N. Anandan.)

Prof. Simon Borg, University of Leeds, also expresses the need of paradigm shift

in teaching language. His verbatim clearly emphasizes this -

*"We have been teaching the same way we taught ten years ago but now we have an urge to experiment with new ideas in our teaching."* (Simon Borg, TEC14) NCF-2005 says the importance of holistic treatment of language. It is evident in the following lines:

*"We have been talking in terms of LSRW skills as the objectives of languages teaching (in more recent times we have started talking about communicative skills, accent neutralization and voice training, etc. in an equally disastrous way). This exclusive focus on discrete skills has had fairly adverse consequences. We now plead for a more holistic perspective on language proficiency. (Syllabus for Language Teaching, NCF - 2005)"*

To overcome the inherent weaknesses in the previous curriculum and to bring holistic perspective on language proficiency, Andhra Pradesh State Curriculum Framework (APSCF) – 2011 has formulated some teaching learning practices and strategies in accordance with NCF-2005 and National Council for Educational Research and Training (NCERT) Language Position Papers:

### 1.3 Some Teaching Learning Practices and Strategies suggested by the APSCF-2011

- Every possible effort should be made to approximate to the natural language learning situations.
- Children should be encouraged to engage in discourses that would allow them to use language imaginatively.
- Language learning should adopt a holistic approach.
- Grammar should not be taught in an isolated manner. It should be learnt through application, observation and analysis of the language available in the class and of the target language.

### 1.4 Discourse Oriented Pedagogy

In view of the above principles and to ensure holistic treatment of language, APSCF-2011 proposed Discourse Oriented Pedagogy at all levels of learning English.

### 1.5 Discourse

A discourse is a mode of communicating certain ideas meaningfully in a particular context. Generally, context plays vital role in language learning. K.N. Anandan (2006) states that-

*"No sentence conveys its full meaning in isolation. Hence the context is very important. The context will be a part of discourse mode. Therefore, discourse level of processing of learning experiences is necessary in language learning. This and only this helps the learner to read in between and beyond lines. Discourse level processing holds good to all basic language skills. The full meaning of the sentence lies in on the load of experiences received by the listener or learner. Therefore to have holistic language experiences, discourse level processing of activities is inevitable."*

Now, the Discourse Oriented Pedagogy can be defined as the discourse level of processing of learning experiences in teaching of English. It is a new paradigm shift in second language teaching. The completion of the prescribed textbook is not the ultimate goal of learning English but achieving the targeted academic

standards.

### 1.6 Salient Features of Discourse Oriented Pedagogy

- It is suitable for all levels of learning English.
- It provides scope for knowledge construction.
- It is a learner – centered or learning – centered facilitation.
- Teacher acts as a facilitator
- It is a process-oriented facilitation.
- Greater attention is paid to the social nature of learning rather than on students as separate, de-contextualized individuals.
- Individual differences are viewed not as barriers for learning but as potential resources.
- It encourages the learners to connect the school with the world.
- Whole-to-part approach is followed.
- Collaborative learning is encouraged.
- Ultimate goal is to achieve the academic standards.

Since the APSCF-2011 suggested Discourse Oriented Pedagogy at all levels of learning English, it was introduced in Andhra Pradesh and Telangana in 2011 as pedagogy to teach English as second language. Consequently, the teachers of English have undergone trainings on the new pedagogy and they have been implementing it for the past five years.

In context of this new paradigm shift, the present study is conducted to know the awareness of the teachers of English on Discourse Oriented Pedagogy.

## 2 OBJECTIVES OF THE STUDY

The following objectives have been formulated for the study:

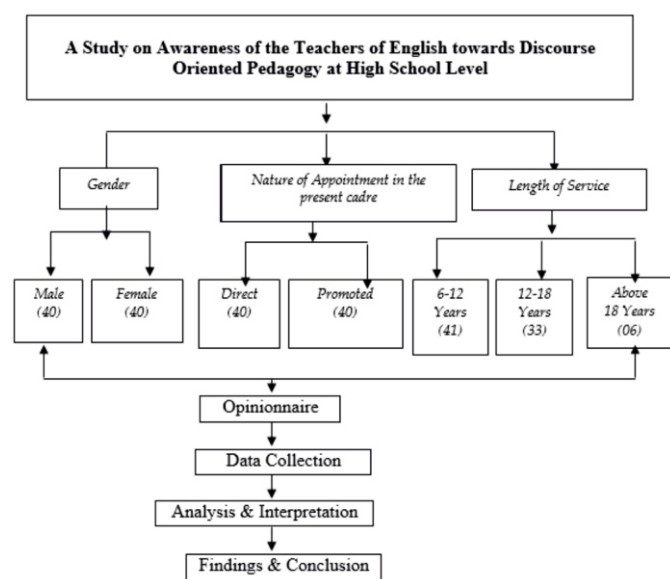
- To study the awareness of the teachers of English on Discourse Oriented Pedagogy at High School Level
- To compare the opinion of male and female teachers of English regarding Discourse Oriented Pedagogy at High School Level.
- To compare the opinion of teachers appointed through direct recruitment and promoted teachers regarding Discourse Oriented Pedagogy at High School Level.
- To compare the opinion of the teachers whose length of service is between 6-12years, 12-18years and above 18years regarding Discourse Oriented Pedagogy at High School Level.

## 3. METHODOLOGY

### 3.1 Design of the Study

The study is intended to find out “Awareness of the Teachers of English towards Discourse Oriented Pedagogy at High School Level”. For the purpose of the study, 80 teachers of English, working in the managements of Zilla Parishad and Government High schools in Warangal District have been selected randomly.

### 3.2 Graphical Representation of the Study



### 3.3 Method Adopted

In the present study, the normative survey method was adopted. It is quantitative in nature.

### 3.4 Population and Sample

For the purpose of the study, 80 teachers of English, working in the managements of Zilla Parishad and Government High schools in Warangal District have been selected randomly.

### 3.5 Tool

Keeping in view of information required for the study, a self-made opinionnaire (as shown in Table 1) was used as a tool to collect data. The tool consists of 12 statements in which each statement has five choices namely, Strongly Agree (SA), Agree(A), Can't Say(CS), Disagree(DA), Strongly Disagree(SDA) to find out the opinion of the teachers of English on New English Textbooks taught at High School Level in Warangal District.

### 3.6 Variables

The following three variables were taken up in the present study.

- Gender : Male and Female
- Nature of appointment in the present cadre : Direct and Promoted
- Length of service : 6 -12years, 12-18years and above 18years

## 4 DATA COLLECTION AND ANALYSIS

The eighty teachers were given an opinionnaire each, and were also given ample time to fill it up. The filled in opinionnaires were collected and data for each statement was quantified and tabulated.

In the present study, chi– Square test is taken for data interpretation. chi– Square is the most popular and most frequently used test of significance. It provides information about whether the collected data is close to the value considered to be typical and generally expected and whether two variables are related to each other.

The data were put in a variable file of SPSS version 21.

## 5 RESULTS AND DISCUSSION

**Table 1:**  
Number of teachers responded to different options of items in the scale

Sl. No.	Item	Strongly Agree (SA)	Agree (A)	Can't say (CS)	Disagree (DA)	Strongly Disagree (SDA)
1	Discourse Oriented Pedagogy (D.O.P.) gives better scope to construct knowledge rather than the methods employed previously.	24 (30%)	49 (61.25%)	03 (3.75%)	04 (5%)	0 (0%)
2	Facilitation during teaching in the classroom minimizes the role of the teacher in the D.O.P.	14 (17.50%)	49 (61.25%)	03 (3.75%)	13 (16.25%)	01 (1.25%)
3	The D.O.P. is process oriented	20 (25%)	47 (58.75%)	07 (8.75%)	06 (7.50%)	0 (0%)
4	The objectives of teaching English are realized through the D.O.P.	23 (28.75%)	43 (53.75%)	05 (6.25%)	08 (10%)	01 (1.25%)
5	The transaction in the D.O.P. is biased towards the construction of knowledge in a natural and spontaneous manner.	08 (10%)	46 (57.50%)	18 (22.50%)	08 (10%)	0 (0%)
6	The D.O.P. avoids rote learning	18 (22.50%)	43 (53.75%)	11 (13.75%)	08 (10%)	0 (0%)
7	Classroom teaching majorly focuses on attainment of academic standards of English.	18 (22.50%)	54 (67.50%)	03 (3.75%)	05 (6.25%)	0 (0%)
8	It is the duty of the teacher to impart the language skills reflecting the academic standards.	38 (47.50%)	41 (51.25%)	0 (0%)	01 (1.25%)	0 (0%)
9	In-service training programmes are useful and enable the teacher to implement D.O.P. while transacting in the classroom.	26 (32.50%)	41 (51.25%)	05 (6.25%)	06 (7.50%)	0 (0%)

10	D.O.P. is suitable for teaching English at secondary level	30 (37.50%)	37 (46.25%)	04 (5%)	05 (6.25%)	06 (7.50%)
11	D.O.P. is the best method to teach English for English Medium students	31 (38.75%)	43 (53.75%)	0 (0%)	06 (7.50%)	0 (0%)
12	In-service training programmes in regular intervals are necessary to make the teachers competent enough to implement the D.O.P.	35 (43.75%)	41 (51.25%)	03 (3.75%)	01 (1.25%)	0 (0%)

**Table 1: Major Findings:**

1. It is noticed that majority of the teachers (91.25%) agreed Discourse Oriented Pedagogy (D.O.P.) gives better scope to construct knowledge rather than the methods employed previously.
2. It is revealed that more than three-fourths of the teachers (78.75%) felt facilitation during teaching in the classroom minimizes the role of the teacher in the D.O.P.
3. It is found that more than three-fourths of the teachers (83.75%) agreed D.O.P. is process oriented.
4. It is noticed that more than three-fourths of the teachers (81.75%) felt the objectives of teaching English are realized through the D.O.P.
5. It is revealed that more than half of the teachers (67.50%) opined the transaction in D.O.P. is biased towards the construction of knowledge in a natural and spontaneous manner.
6. It is observed that more than three-fourths of the teachers (76.25%) opined the D.O.P. avoids rote learning.
7. It is noticed that majority of the teachers (90%) opined classroom teaching majorly focuses on attainment of academic standards of English.
8. It is found that nearly all the teachers (98.75%) agreed the duty of the teacher to impart the language skills reflecting the academic standards.
9. It is noticed that more than three-fourths of the teachers (83.75%) opined in-service training programmes are useful and enable the teacher to implement the D.O.P. while transacting in the classroom.
10. It is revealed that more than three-fourths of the teachers (83.75%) felt the D.O.P. is suitable for teaching English at secondary level.
11. It is observed most of the teachers (92.50%) opined that the D.O.P. is the best method for teaching English for English medium students.
12. It is noticed that more than half of the teachers (95%) agreed the necessity of in-service training programmes in regular intervals to make the teachers competent enough to implement the D.O.P.

**Table 2: Opinion of Male and Female Teachers:**

(chi-Square test, Table Value is 9.49 at 0.05 LOS for degree of freedom=4)

Statement No. as shown in Table 1	Male					Female					$\chi^2$ - value	LOS
	SA	A	CS	DA	SDA	SA	A	CS	DA	SDA		
1	17	19	0	4	0	7	30	3	0	0	13.636	S
2	7	23	2	7	1	7	26	1	6	0	1.594	N.S.
3	10	25	2	3	0	10	22	5	3	0	1.477	N.S.
4	10	23	3	4	0	7	30	1	2	0	3.121	N.S.
5	5	18	11	6	0	3	28	7	2	0	5.563	N.S.
6	9	18	8	5	0	9	25	3	3	0	3.912	N.S.
7	7	29	2	2	0	11	25	1	3	0	1.719	N.S.
8	21	18	0	1	0	17	23	0	0	0	2.031	N.S.
9	16	18	3	3	0	10	25	2	3	0	2.724	N.S.
10	15	17	2	7	0	15	20	2	3	0	1.831	N.S.
11	13	26	0	1	0	18	17	0	5	0	5.357	N.S.
12	18	21	1	0	0	17	20	2	1	0	1.386	N.S.

(N.S. – No significance, S- Significance)

Table 2 shows that there is a significant difference between male and female teachers towards statement 1 as the obtained  $\chi^2$ -value is greater than the table value (9.49) at 0.05 Level of Significance for degree of freedom 4.

It also shows that there is no significant difference between male and female teachers towards statement 2-11 as the obtained -values are less than the table value (9.49) at 0.05 LOS for degree of freedom 4.

**Table 3:****Opinion of teachers appointed through direct recruitment and promoted teachers:**

(chi-Square test, Table Value is 9.49 at 0.05 LOS for degree of freedom=4)

Statement No. as shown in Table 1	Direct Appointed Teachers					Promoted Teachers					$\chi^2$ - value	LOS
	SA	A	CS	DA	SDA	SA	A	CS	DA	SDA		
1	14	23	2	1	0	9	27	1	3	0	2.74	N.S.
2	7	23	2	8	0	7	25	2	5	1	1.776	N.S.
3	7	29	3	1	0	13	18	4	5	0	7.184	N.S.
4	7	30	1	2	0	4	32	4	0	0	17.048	S
5	3	27	8	2	0	5	19	10	6	0	4.114	N.S.
6	9	25	5	1	0	9	18	6	7	0	5.73	N.S.
7	8	26	1	5	0	10	28	2	0	0	5.63	N.S.
8	20	20	0	0	0	18	21	0	1	0	1.13	N.S.
9	14	22	1	3	0	12	21	2	5	0	1.01	N.S.
10	14	15	4	7	0	16	22	0	2	0	8.235	N.S.
11	18	19	1	3	0	13	24	0	3	0	2.376	N.S.
12	19	20	1	0	0	16	21	2	1	0	1.615	N.S.

(N.S. – No significance, S- Significance)

Table 3 shows that there is no significant difference between teachers appointed through direct recruitment and promoted teachers towards statement 1-3 and 5-12 as the obtained  $\chi^2$ -values are less than the table value (9.49) at 0.05 Level of Significance for degree of freedom 4.

It also shows that there is a significant difference between teachers appointed through direct recruitment and promoted teachers towards statement 4 as the obtained  $\chi^2$ -value is greater than the table value (9.49) at 0.05 Level of Significance for degree of freedom 4.

**Table 4: Opinion of Teachers whose length of service is between 6-12 years, 12-18 years and above 18 years**

(chi-Square test, table value is 15.50 at 0.05 LOS for degree of freedom=8)

Statement No. as shown in Table 1	6-12years service					12-18 years service					Above 18years service					$\chi^2$ - value	LOS
	SA	A	CS	DA	SDA	SA	A	CS	DA	SDA	SA	A	CS	DA	SDA		
1	16	22	2	1	0	8	23	0	2	0	0	4	1	1	0	10.368	N.S.
2	9	22	2	8	0	4	21	2	5	1	1	5	0	0	0	4.972	N.S.
3	6	29	5	1	0	12	15	2	4	0	2	3	0	1	0	10.072	N.S.
4	4	33	4	0	0	11	18	0	4	0	2	2	0	2	0	21.305	S
5	3	27	9	2	0	4	18	8	3	0	1	1	1	3	0	13.841	N.S.
6	9	24	7	1	0	8	16	4	5	0	1	3	0	2	0	8.206	N.S.
7	5	30	1	5	0	9	22	2	0	0	2	4	0	0	0	8.414	N.S.
8	20	21	0	0	0	16	16	0	1	0	2	4	0	0	0	2.026	N.S.
9	14	22	3	2	0	10	18	2	3	0	2	3	0	1	0	1.715	N.S.
10	15	15	4	7	0	14	17	0	2	0	1	5	0	0	0	10.232	N.S.
11	17	21	0	3	0	14	17	0	2	0	0	5	0	1	0	4.34	N.S.
12	21	19	1	0	0	12	19	2	0	0	2	3	0	1	0	14.752	N.S.

(N.S. – No significance, S- Significance)

Table 4 shows that there is no significant difference among the teachers whose length of service is between 6-12years, 12-18years and above 18years towards statement 1-3 and 5-12 as the obtained  $\chi^2$ -values are less than the table value (15.50) at 0.05 Level of Significance for degree of freedom 8.

It also shows that there is a significant difference among the teachers whose length of service is between 6-12years, 12-18years and above 18years towards statement 4 as the obtained -value is greater than the table value (15.50) at 0.05 Level of Significance for degree of freedom 8.

**CONCLUSIONS**

It is evident from the study to know awareness of the teachers of English on Discourse Oriented Pedagogy at High School Level; the following conclusions can be drawn:

It is concluded that more than 90% of the teachers of English have good awareness and positive attitude towards the Discourse Oriented Pedagogy and academic standards. They also welcomed the new paradigm shift in second language teaching.

It is further concluded that the D.O.P. is better method than the methods employed for teaching English previously. The in-service orientation programmes conducted on the D.O.P. so far by the SCERT, Hyderabad have been

very helpful in imparting knowledge about the new pedagogy and they opined that such programmes should be conducted in regular intervals to enrich the professional efficiency of teachers of English.

The present study also found that:

- There is a significant difference between male and female teacher in the opinion towards the statement 'Discourse Oriented Pedagogy (D.O.P.) gives better scope to construct knowledge rather than the methods employed previously.'
- There is a significant difference between teachers appointed through direct recruitment and promoted teachers in the opinion towards the statement 'the objectives of teaching English are realized through the D.O. P.'
- There is a significant difference among the teachers whose length of service is between 6-12years, 12-18years and above 18years in the opinion towards the statement 'the objectives of teaching English are realized through the D.O. P.'

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